External Review Team Process

Office of Federal and State Accountability
Division of Accountability

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
Revised for School Year 2008-09
Revisions Included

School: ALICE BIRNEY MIDDLE SCHOOL   **District:** CHARLESTON COUNTY

Principal: CAROL BECKMANN-BARTLETT   **Superintendent:** DR. NANCY MCGINLEY

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

- **Summary of demographic information from 2007 School Report Card**
  - ➢ **School Profile (students, teachers, school)**
    - Alice Birney Middle is a neighborhood school serving 600 students in grades 6-8.
    - Thirty-seven middle school teachers are providing core academic instruction and exploratory instruction this school year (2007-08). Five special education teachers serve students in various areas of disability.
    - 60.4% of teachers hold advanced degrees and 66% are continuing contract teachers.
    - The teacher attendance rate as reported on the 2007 School Report Card (2007 SRC) was 94.4%.

  - ➢ **Ethnic diversity (refer to Performance of Student Groups)**
    - The ethnic distribution of our population as reported on the 2007 SRC was 67% African American; 14.9% Hispanic; 16.5% Caucasian.
    - 3.1% of students were older than usual for their current grade.
    - 6.4% were eligible for Gifted and Talented services.

GROUPS	ELA Performance: P/A% (NCLB Goal: 38.2%)	Difference (Off Goal)	Math Performance:P/A% (NCLB Goal: 36.7%)	Difference (Off Goal)
All Students	18.1 %	-20.1%	20.3 %	-16.4%
White	38.0 %	-0.2%	36 %	-0.7%
African-American	13.8 %	**-24.4%**	15.8 %	**-20.9%**
Hispanic	13.0 %	-25.2%	19.6 %	-17.1%

  - ➢ **Disabled students (refer to Performance of Student Groups)**
    - 11.6% of students have active IEPs in the areas other than Speech.
    - Services are provided in the areas of: Learning Disabilities, Emotional Disabilities, Mental Disabilities and Autism.

GROUPS	ELA Performance: P/A% (NCLB Goal: 38.2%)	Difference (Off Goal)	Math Performance: P/A% (NCLB Goal: 36.7%)	Difference (Off Goal)
All Students	18.1 %	-20.1%	20.3 %	-16.4%
Disabled	2.8 %	**-35.4%**	8.5 %	**-28.2%**

- ➢ **ELL students (refer to Performance of Student Groups)**
  - 14% of students were designated as English Language Learners (ELL).

GROUPS	ELA Performance: P/A% (NCLB Goal: 38.2%)	Difference (Off Goal)	Math Performance:P/A% (NCLB Goal: 36.7%)	Difference (Off Goal)
All Students	18.1 %	-20.1%	20.3 %	-16.4%
ELL	11.5 %	-26.7%	20.7 %	-16%

- ➢ **Free/reduced lunch (refer to Performance of Student Groups)**
  - The school is designated as Title I.
  - As of the 2007 School Report Card (SRC), 563 students received F/R meals (82%).

GROUPS	ELA Performance: P/A% (NCLB Goal: 38.2%)	Difference (Off Goal)	Math Performance:P/A% (NCLB Goal: 36.7%)	Difference (Off Goal)
All Students	18.1 %	-20.1%	20.3 %	-16.4%
Subsidized Meals	16.5%	-21.7%	19.2%	-17.5%

- ➢ **Conclusions Regarding the Data:**
  - As demonstrated by the tables above, all performance sub-groups are below the proficiency rates expected by NCLB.
  - Minority students are more likely than white students to achieve at the Basic or Below Basic level.
  - Students with disabilities are more likely than their non-disabled peers to achieve at the Basic or Below Basic level.
  - Students who receive subsidized meals are more likely than the non-meal program peers to achieve at a Basic or Below Basic level.
  - Although the needs of students are extreme, the most critical areas of need are within the African-American and Disable student groups (bolded data).
  - Math performance is generally higher than ELA and the other content areas that rely on reading skill for success (science/social studies). This trend is also mirrored in other data such as class failure rates, MAP data, and reading screening probes.
  - When given reading probes (MAZE and ORFs), results from targeted students indicated *severe and alarming* deficiencies in foundational reading prerequisites that would not allow them to recover within a traditional middle school ELA classroom.

- **Three years of data in chart format with brief explanation of data**
  - ➤ **Test Data (PACT/HSAP/EOC Exams)**

GROUPS/TESTS	2007 School Report Card	2006 School Report Card	2005 School Report Card
All Students:	*Note – all scores reported show % Prof/Advanced unless otherwise noted.*		
English	18.1 %	20.4%	17.1%
Mathematics	20.3 %	24.2%	23.8%
Science	12.2 %	7.5%	8.1%
Social Studies	10.7 %	12.9%	9.3%
EOC – Algebra I	96.3% Pass Rate	91.9% Pass Rate	No Pass Rate on SCR

  - ➤ **Additional data pertinent to your school**

ITEM	2007 School Report Card	2006 School Report Card	2005 School Report Card
Absolute Index	2.42	2.43	2.39
Absolute Rating	Unsatisfactory	Unsatisfactory	Below Average
Improvement Index	-0.07 (-0.1)	.009 (0)	-0.03 (0)
Improvement Rating	Unsatisfactory	Below Average	Below Average

The following information must be included in the rationale:
- **Summary of process used to develop the FSRP and the persons involved**
  - ➤ Needs Assessment Based on Data
    - As a part of our FSRP action plan this school year (07-08), we reviewed elements of our plan that worked well and did not work well during February/March. This allowed us to streamline goals to focus on more specific measures and areas of concern than our previous plan.
    - Using quarterly common assessment data from content teachers and Winter 2008 Measures of Academic Progress (MAP) results, we determined the benefits and concerns with the Leadership Team, our ERTL, and district personnel. We also sought out other measures that could be used to clarify areas of need and/or demonstrate improvement for various goals.

- ➢ Stake Holder Involvement
  - Parents and SIC members were provided a mailed survey to assess their interest and support of various school initiatives and to provide suggestions for the school program. A similar survey was provided to staff members.
  - Ideas and suggestions from stakeholders were presented to parents at a January 2008 meeting and parents were able to indicate their support for key initiatives such as single-gender education, extended school year, literacy focus plans, and plans that support organization, notebook structure, and use of Cornell Notes. The top selected items were used to develop the overall School Renewal Plan and this Focused School Renewal Plan.
  - Ongoing oversight and input has been provided via Title I/SIC parent meetings, leadership team, and committee meetings (focus teams). This will continue throughout the spring and next year.
- ➢ Final Determination of goals
  - Final selection of goals was completed with the input noted above in a cooperative process involving the full leadership team and any interested teachers, the school coach from SREB, our ERTL, and the administrative team.
  - Each of the goals is related to data that is naturally collected and reviewed no less than quarterly and the initiatives expected through CCSD and our School Renewal Plan.
  - Additionally, feedback from the Confirmation Panel that reviewed our 2007-08 FSRP was used to better focus goals and how data will be monitored and presented.

- **Narrative of how selected goals will enable the school to meet expected progress**
  - ➢ Goals and Specific Rationale
    - **Focused Student Achievement Goal I:** Fifty percent of students in grades 6-8 who were identified as below the 10th percentile in reading (Spring 2008 MAP data ; n=31) will demonstrate an 4.5 point or higher reading RIT score increase as measured by Measures of Academic Progress (MAP) testing as a result of implementing a *structured reading intervention plan*. Pre-test: September 2008; Post-test: March 2009.
      - o An analysis of Winter 2008 MAP Data showed that 18% of students (n=123) in grades 6-8 had MAP scores between the 1st and 10th percentile. Additional curriculum based probes and an oral reading fluency screening were used to further identify specific needs within the sub-skills of reading proficiency (phonemic awareness, phonics, fluency, decoding, comprehension, and vocabulary) for these students.
      - o Models and curriculums proven to address the identified specific needs within sub-skills of reading for these students were selected using the research database of Florida's "Just Read!" Students will be placed using their Spring 2008 data to match need to intervention.
      - o Average typical growth in MAP testing *for a year* is 4.5 points (NWEA 2008 norms, 9/15/08). Using this same target for the period of September 2008 to March 2009 demonstrates acceleration of achievement.
      - o In order to meet expected progress, we must move from a 2.4 rating to a 2.7 rating (a 30% increase). Our goal of 50% exceeds this expectation.

- **Focused Student Achievement Goal II:** <u>Fifty percent of students in grades 6-8 who were identified as between the 11th and 25th percentile in reading (Spring 2008 MAP data; n= 143) will demonstrate a 4.5 point or higher reading RIT score increase as measured by Measures of Academic Progress (MAP) testing as a result of implementing *core content strategies that support increased student literacy*, Pre-test: September 2008; Post-test: March 2009.</u>
  - Of the remaining students tested during Winter 2008 MAP, only 20% (n=137) scored above the 50th percentile in reading. All other students (36%, 247 students) read between the 26th and 49th percentile range in comparison to students nationwide.
  - Most students in these two groups earned a PACT score of Basic.
  - Additionally, these same students tend to score one level lower on Science and Social Studies standardized tests than they do on the ELA test, indicating a deficiency in content area reading.
  - Staff and parents agreed that every child should have access to strategies that support improved reading, especially in the areas of wordy study and analysis (vocabulary) and comprehension.
  - Implementing strategies that support good reading in all core content areas is expected to increase reading achievement as well as content area achievement across all student groups.
  - Average typical growth in MAP testing *for a year* is 4.5 points (NWEA Norms 2008, 9/15/08). Using this same target for the period of September 2008 to March 2009 demonstrates acceleration of achievement.
  - In order to meet expected progress, we must move from a 2.4 rating to a 2.7 rating. This requires the same 30% increase in student achievement noted in our goal.

- **Focused Student Achievement Goal III:** <u>Fifty percent of AVID students in grades 7-8 (n=41) will demonstrate a 4.5 point or higher reading RIT score increase as measured by MAP testing as a result of implementing Achievement Via Individual Determination (AVID) strategies and support systems. Pre-test: September 2008; Post-test: March 2009.</u>
  - During the 2007-08 school year, Alice Birney MS participated in a pilot program for AVID through a district funded grant. The participating students noted increased retention of material and improved comprehension through the implementation of Cornell Notes and the AVID notebook and follow up with the AVID support teacher.
  - AVID students are traditionally underserved students: capable minority and low socioeconomic children who generally perform between Basic and Proficient but lack the school success skills to improve their study habits and organization independently.
  - "Because AVID proactively seeks to raise achievement…for students at risk, it deliberately addresses the predictors of college-going behavior [school success skills]…as measure of its success, making it unique among the reform models examined in this study." (*The Link Between High School Reform and college Access and Success for Low-Income and Minority Youth*, 2005. Monica Martinez, Ph.D. and Shayna Klopott.)
  - Average typical growth in MAP testing *for a year* is 4.5 points (NWEA Norms 2008, 9/15/08). Using this same target for the period of September 2008 to March 2009 demonstrates acceleration of achievement.
  - In order to meet expected progress, we must move from a 2.4 rating to a 2.7 rating (a 30% increase). Our goal of 50% increase exceeds this expectation.

- **Focused Principal's Instructional Leadership Goal 1:** <u>The principal will develop, implement, and monitor a professional development plan for teachers in grades 6-8 that will result in a 2.5 point mean RIT value increase on the MAP reading assessment. Pretest: September 2008; Posttest: March 2009.</u>
  - o Dr. McGinley's Charleston Plan for Excellence outlines expectations for the implementation of Teacher Curriculum Teams (TCTs) and ongoing professional development for teachers. These expectations are critical to the success of academic improvement as demonstrated by long standing effective schools research (Douglas Reeves, Mike Schmoker).
  - o The principal and administrative team (assistant principals and the DIF) will develop and implement a professional development plan that aligns CCSD opportunities and school-wide initiatives to provide a comprehensive, on-going support system for high quality instruction. The PD plan will be developed in July 2008 with on-going monitoring and adjusting at least monthly based on implementation fidelity.
  - o The mean growth based on NWEA Norms 2008, posted on 9/15/08, is 2 points for grades 6 and 8 and 3 points for grade 7; therefore, we have selected a midpoint of 2.5 for our goal.

- **Focused Principal's Instructional Leadership Goal 2:** <u>The principal will implement and monitor a comprehensive instructional feedback plan for content teachers in grades 6-8 that will result in a 2.5 point mean RIT value increase on the MAP reading assessment.   Pretest: September 2008; Posttest: March 2009.</u>
  - o The intent of the goal is provide instructional feedback on grade level content area teachers on instructional calendars, common assessments, and observed lessons in order to improve reading skills of students in all grade levels.
  - o Dr. McGinley's Charleston Plan for Excellence outlines expectations for the implementation of Teacher Curriculum Teams (TCTs) and ongoing collaboration in the development and assessment of team products including instructional calendars, common assessments and student assignments. These expectations are critical to the success of academic improvement as demonstrated by long standing effective schools research (Douglas Reeves, Mike Schmoker).
  - o The mean growth based on NWEA Norms 2008, posted on 9/15/08, is 2 points for grades 6 and 8 and 3 points for grade 7; therefore, we have selected a midpoint of 2.5 for our goal.
  - o This goal also addresses all remaining students at Alice Birney not targeted in the achievement goals above.

- **Focused District Administrator's Instructional Leadership Goal 1:** <u>The District Administrator will support implementation and monitoring of the schools professional development plan that will result in a 2.5 point mean RIT score increase on the MAP reading assessment. Pretest: September 2008; Posttest: March 2009.</u>
  - The reduction in funding of state technical assistance plans was a major concern for Dr. McGinley and the Academic Cabinet of Associate Superintendents. To address this concern, additional teacher points and other support were provided to unsatisfactory and below average schools in an effort to replace some of the support normally addressed through the state funding.
  - Previously all school supervision was aligned by geographical constituent districts throughout Charleston County. Following a change in legislation that took place during 2007, schools have been realigned based on the type of school (high school, middle school or elementary).
  - The intent of the realignment is to ensure supervision by Associates with specific expertise/experience with that area of education and provide natural networking, support, and professional development opportunities for administrators who are working in these areas.
  - The mean growth based on NWEA Norms 2008, posted on 9/15/08, is 2 points for grades 6 and 8 and 3 points for grade 7; therefore, we have selected a midpoint of 2.5 for our goal.
  - This goal also addresses all remaining students at Alice Birney not targeted in the achievement goals above.

- **Focused District Administrator's Instructional Leadership Goal 2:** <u>The District Administrator will implement and monitor a comprehensive instructional feedback plan for content teachers in grades 6-8 that will result in a 2.5 point mean RIT score increase on the MAP reading assessment. Pretest: September 2008; Posttest: March 2009.</u>
  - Dr. McGinley's Charleston Plan for Excellence outlines expectations for the implementation of Teacher Curriculum Teams (TCTs) and ongoing classroom observation feedback for teachers. These expectations are critical to the success of academic improvement as demonstrated by long standing Effective Schools research (Douglas Reeves, Mike Schmoker).
  - Dr. Doug Gepford, CCSD's Chief Academic Officer, provided the additional expectation that Associate Superintendents and their Academic Support Teams visit schools and provide classroom feedback to teachers as a part of this model.
  - The Associate Superintendent's Academic Support Team is a small group of staff members with expertise in curriculum, technology, positive behavior supports, and special education services that visits each school at weekly and provides external feedback and implementation support for school/district initiatives.
  - The mean growth based on NWEA Norms 2008, posted on 9/15/08, is 2 points for grades 6 and 8 and 3 points for grade 7; therefore, we have selected a midpoint of 2.5 for our goal.
  - This goal also addresses all remaining students at Alice Birney not targeted in the achievement goals above.

School Timeline

	Spring 2008-July 2008	August 2008	September 2008
	Note – Timeline items have been adjusted due to revisions in goals and strategies.		
Testing	▪ Complete MAP testing (April). ▪ Complete 2008 PACT (May). ▪ Arrange rising 6th grade probes with feeder schools.	▪ Probe and place new students for reading intervention. (MAZE, Oral Reading Fluency).	▪ Complete Fall 2008 MAP Testing. ▪ Probe and place new students for reading intervention. (MAZE, Oral Reading Fluency).
Data	▪ Utilize MAP data to determine possible changes to Reading Intervention for existing 6th and 7th grade students. (June) ▪ Utilize MAP data to develop classes based on Reading RIT bands. (June) ▪ Utilize PACT data for impact on placement as determined with MAP data in June. (July) ▪ Develop pre-/post-implementation student survey for AVID/organization	▪ Utilize Probe data to ensure accuracy in placement for Reading Interventions. ▪ Analyze and record data for 1st quarter instructional calendars based on department reviews. ▪	▪ Utilize Fall '08 MAP data to verify classes based on Reading RITs for 6th graders. ▪ Monitor student grade reports and referral rates. Refer students to CORE team as needed. ▪ Analyze MAP results by TCT w/teachers for goal setting and instructional planning. ▪ Administer pre-implementation surveys for AVID and agendas to all students. ▪ Monitor reading implementation progress monitoring data.
PD	▪ Schedule first of year PD for reading interventions based on the Reading RIT band classes developed w/ MAP for early August. ▪ Develop preliminary PD plan for 2008-09 by July 1 to include reading intervention follow ups, content literacy strategies, AVID initiatives, and instructional review items. ▪ Send 15 staff members to Summer AVID Institutes. ▪ Hold a three day summer retreat with PD on literacy and single gender initiatives.	▪ Hold PD for reading intervention programs. ▪ Department chairs and teams complete review of the 1st Quarter Instructional Calendars. ▪ Provide AVID implementation training on Cornell Notes and AVID notebooks and Agenda training to staff who did not attend an AVID Institute or the summer retreat.	▪ Begin development of 1st quarter common assessments for review in early October. ▪ Provide content area literacy strategy (in-house w/ DIF, Dept. chairs). ▪ Provide in-house AVID follow up, support time. ▪ Training for department chairs on strategies to review and assess the rigor of student assignments. ▪ Hold first late-in professional development with other Middle School Learning Community (MSLC) schools.
Monitoring	▪ Develop the Master Schedule and Bell Schedule w/ additional ELA time. ▪ Purchase Reading Intervention materials based on spring plans from CORE Team (after July 1). ▪ Schedule students for classes using RIT groups and reading interventions. (July) ▪ Develop weekly administrative observation schedule for 2008-09.	▪ Complete scheduling of students. ▪ Monitor order arrival of materials for reading and other instructional supplies. ▪ Monitor student enrollment for potential impact on master schedule. ▪ Plan academic incentives (PACT, MAP, Success Awards) ▪ Log observations in on-line system. ▪ Hold weekly Teacher Curriculum Team Meetings (TCTs).	▪ Observe classes to monitor reading interventions, AVID implementation and content literacy strategies. ▪ Plan academic incentives (PACT, MAP, Success Awards) ▪ Department chairs observe teachers and provide feedback on school initiatives. ▪ Log observations in on-line system. ▪ Meet w/ teachers or teams regarding concerns as needed. ▪ Hold weekly TCT meetings.

	October 2008	November 2008	December 2008
Testing	▪ 1st quarter common assessments ▪ Probe and place new students for reading intervention. (MAZE, Oral Reading Fluency).	▪ Probe and place new students for reading intervention. (MAZE, Oral Reading Fluency).	▪ Probe and place new students for reading intervention. (MAZE, Oral Reading Fluency).
Data	▪ Analyze and compare data for 1st quarter common assessments to 2007-08 data. Create a summary report of findings. ▪ Monitor student grade reports and referral rates. Refer students to CORE team as needed. ▪ Analyze and report findings from pre-implementation AVID survey. ▪ Monitor reading implementation progress monitoring data.	▪ Monitor student grade reports and referral rates. Refer students to CORE team as needed. ▪ Monitor reading implementation progress monitoring data.	▪ Monitor reading implementation progress monitoring data.
PD	▪ Provide content area literacy strategy (in-house w/ DIF, Dept. chairs, MSLC team). ▪ Review of 1st quarter common assessments. ▪ AVID Trainer to provide follow up for staff. ▪ Review of student assignments for rigor/alignment. ▪ Hold late-in professional development with MSLC) schools. ▪ Develop MAP goals for each class w/ students (ELA/M) and provide incentives for high scorers on Fall MAP.	▪ Provide content area literacy strategy (in-house w/ DIF, Dept. chairs, MSLC team). ▪ Provide in-house AVID follow up, support time. ▪ Informally assess the impact of strategies being used on student achievement. ▪ Review of student assignments for rigor/alignment. ▪ Hold late-in professional development with MSLC) schools.	▪ Provide content area literacy strategy (in-house w/ DIF, Dept. chairs, MSLC team). ▪ Provide in-house AVID follow up, support time. ▪ Begin development of 2nd quarter Instructional Calendars. ▪ Review of student assignments for rigor/alignment. ▪ Hold late-in professional development with MSLC) schools.
Monitoring	▪ Classroom observations to monitor reading interventions, AVID implementation and content literacy strategies. ▪ Plan academic incentives (PACT, MAP, Success Awards) ▪ Log observations in on-line system. ▪ Develop Red/yellow/green zone chart for teachers delineating support/mentoring needed and develop initial plans for follow up. ▪ Hold weekly TCT meetings. ▪ Department chairs observe teachers and provide feedback on school initiatives.	▪ Classroom observations to monitor reading interventions, AVID implementation and content literacy strategies. ▪ Plan academic incentives (PACT, MAP, Success Awards) ▪ Log observations in on-line system. ▪ Meet w/ teachers as needed to implement support plans from October. ▪ Hold weekly TCT meetings. ▪ Department chairs observe teachers and provide feedback on school initiatives.	▪ Classroom observations to monitor reading interventions, AVID implementation and content literacy strategies. ▪ Plan academic incentives (PACT, MAP, Success Awards) ▪ Department chairs observe teachers and provide feedback on school initiatives. ▪ Log observations in on-line system. ▪ Meet w/ teachers as needed to implement support plans from October. ▪ Hold weekly TCT meetings.

	January 2009	February 2009	March 2009
Testing	▪ Winter 2008 MAP testing. ▪ 2nd Quarter Common Assessments ▪ Probe and place new students for reading intervention. (MAZE, Oral Reading Fluency).	▪ Probe and place new students for reading intervention. (MAZE, Oral Reading Fluency).	▪ 3rd Quarter Common Assessments ▪ Begin Spring MAP testing. ▪ Probe and place new students for reading intervention. (MAZE, Oral Reading Fluency).
Data	▪ Analyze and compare data for 2nd quarter instructional calendars and report findings. ▪ Analyze and compare data for 2nd quarter common assessments to 2007-08 data. Create a summary report of findings. ▪ Monitor student grade reports and referral rates. Refer students to CORE team as needed. ▪ Monitor reading implementation progress monitoring data.	▪ Analyze and compare data for 3rd quarter instructional calendars report findings. ▪ Utilize Winter '09 MAP data to adjust classes based on Reading RITs and reading interventions for the remainder of the year and to evaluate preliminary reading intervention results. ▪ Analyze MAP results by class w/teachers for goal setting and instructional planning. ▪ Monitor reading implementation progress monitoring data.	▪ Analyze and report findings of the post-implementation survey for AVID/agendas including comparison data for both surveys (change). ▪ Analyze and compare data for 3rd quarter common assessments and report findings. ▪ Monitor reading implementation progress monitoring data.
PD	▪ Provide content area literacy strategy (in-house w/ DIF, Dept. chairs, MSLC team). ▪ AVID Trainer to provide follow up for staff. ▪ Begin development of 3rd quarter instructional calendars. ▪ Review of student assignments for rigor/alignment. ▪ Hold late-in professional development with MSLC) schools.	▪ Provide content area literacy strategy (in-house w/ DIF, Dept. chairs, MSLC team). ▪ Provide in-house AVID follow up, support time. ▪ Informally assess the impact of strategies being used on student achievement. ▪ Develop 3rd quarter common assessments. ▪ Review of student assignments for rigor/alignment. ▪ Hold late-in professional development with MSLC) schools.	▪ Provide content area literacy strategy (in-house w/ DIF, Dept. chairs, MSLC team). ▪ Provide in-house AVID follow up, support time. ▪ Develop 4th quarter instructional calendars. ▪ Review of student assignments for rigor/alignment. ▪ Hold late-in professional development with MSLC) schools.
Monitoring	▪ Classroom observations to monitor reading interventions, AVID implementation and content literacy strategies. ▪ Plan academic incentives (PACT, MAP, Success Awards) ▪ Advertise MAP incentives for meeting personal, class goals. ▪ Log observations in on-line system. ▪ Department chairs observe teachers and provide feedback on school initiatives. ▪ Update Red/yellow/green zone chart for teacher support. Update next steps/plans for 2nd quarter. ▪ Hold weekly TCT meetings.	▪ Classroom observations to monitor reading interventions, AVID implementation and content literacy strategies. ▪ Monitor student grade reports and referral rates. Refer students to CORE team as needed. ▪ Plan academic incentives (PACT, MAP, Success Awards) ▪ Department chairs observe teachers and provide feedback on school initiatives. ▪ Administer pre-implementation surveys for AVID and agendas to all students. ▪ Log observations in on-line system. ▪ Meet w/ teachers as needed to implement support plans from January. ▪ Reschedule students for interventions to begin 3rd quarter. ▪ Hold weekly TCT meetings.	▪ Classroom observations to monitor reading interventions, AVID implementation and content literacy strategies. ▪ Monitor student grade reports and referral rates. Refer students to CORE team as needed. ▪ Have teachers develop MAP goals for each class (ELA/M) Spring MAP. ▪ Advertise MAP incentives for meeting personal, class goals. ▪ Plan academic incentives (PACT, MAP, Success Awards) ▪ Log observations in on-line system. ▪ Department chairs observe teachers and provide feedback on school initiatives. ▪ Meet w/ teachers as needed to implement support plans from January. ▪ Make contract decisions regarding teachers on support plans. ▪ Hold weekly TCT meetings.

	April 2009	May 2009	
Testing	▪ Complete Spring MAP Testing	▪ PACT 2009 Testing ▪ NO 4th quarter exams (common assessments) due to PACT testing.	
Data	▪ Analyze and compare data for 4th quarter instructional calendars and report findings. ▪ Conduct a post-implementation survey with students on AVID strategies implemented school-wide and report findings.	▪ Utilize Spring '09 MAP data to begin planning next year's groups and to evaluate overall effectiveness of the intervention plan. ▪ Analyze MAP results by class w/teachers for goal achievement and instructional planning for next year.	
PD	▪ Provide content area literacy strategy (in-house w/ DIF, Dept. chairs, MSLC team). ▪ Begin planning to send 10 or more staff members to Summer AVID Institutes in the southeastern region during the summer. ▪ Provide in-house AVID follow up, reflection time/ planning for 09-10. ▪ Review of student assignments for rigor/alignment. ▪ Hold late-in professional development with MSLC) schools.	▪ No PD scheduled during May due to state assessments and end of school tasks.	
Monitoring	▪ Classroom observations to monitor reading interventions, AVID implementation and content literacy strategies. ▪ Monitor student grade reports and referral rates. ▪ Plan academic incentives (PACT, MAP, Success Awards) ▪ Department chairs observe teachers and provide feedback on school initiatives. ▪ Log observations in on-line system. ▪ Implement contract decisions regarding teachers on support plans. ▪ Hold weekly TCT meetings.	▪ Classroom observations to monitor reading interventions, AVID implementation and content literacy strategies. ▪ Plan academic incentives (PACT, MAP, Success Awards) ▪ Log observations in on-line system. ▪ Develop any necessary support plans that require summer interventions for returning teaches.	

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1:

Fifty percent of students in grades 6-8 who were identified as below the 10th percentile in reading (Spring 2008 MAP data ; n=31) will demonstrate an 4.5 point or higher reading RIT score increase as measured by Measures of Academic Progress (MAP) testing as a result of implementing a *structured reading intervention plan*. Pretest: September 2008; Posttest: March 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
Double language arts instructional time to 120 minutes per day for all students grade 6-8.	C. Bartlett, Principal Leadership Team	08/13/08	Master Schedule, Bell Schedule – C. Bartlett Additional time for instruction is expected to support increased student achievement in conjunction with improved strategies and interventions.
Identify research-based interventions for students in three categories: Tier III (severely deficient; 2-3 years behind grade level), Tier II (very deficient, 1-2 years behind grade level) and Tier I (all other students) to support reading recovery and improvement for all students.	C. Bartlett, Principal A. Brundage, Psychologist	07/01/08	Programs selected with rationale provided – C. Bartlett Each program is expected to address the areas of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension, and decoding) identified by the screening data on students during Spring 2008 and match the needs of each Tier of intervention.
Screen and place incoming students bi-weekly for oral fluency, phonemic awareness, and comprehension in order to determine appropriate reading interventions.	C. Bartlett, Principal A. Brundage, Psychologist	8/26/08	Data charts with identified interventions noted; intervention plan based on weekly data – C. Bartlett, A. Brundage Additional data collection will allow appropriate selection of intervention, planning for staff/scheduling implications, and allocation of time and funds to provide materials and staff development for implementation. On-line charts available for viewing.
Provide training and materials all teachers providing instruction in selected intervention programs.	C. Bartlett, Principal V. Langer, DIF D. Morgan, bookkeeper	08/13/08	Purchase orders for additional materials – D. Morgan; Professional Development plans, intervention plans, and staffing alignment (Master Schedule) – C. Bartlett The corresponding materials and staff development will ensure faithful implementation of programs. Purchase orders available for viewing.

Develop fidelity checklists for each intervention program to be used with classroom observations for each reading intervention program.	A. Brundage, Psychologist	9/30/08	Checklists for REWARDS, Soar to Success, Corrective Reading – A. Brundage Checklists will be used to ensure faithful implementation of intervention programs by all teachers.
Monitoring of implementation of interventions and other instructional strategies to support reading/literacy achievement.	C. Bartlett, Principal J. Williams, AP J. Thierfelder, Asst. Admin V. Langer, DIF (Administrative Team)	09/30/08	Observation logs and notes on necessary follow up as described in Principal's Goal II – C. Bartlett Regular observation, feedback, and intervention will help ensure faithful implementation of strategies specifically aligned to student needs. (Weekly on a scheduled rotation)
Develop and implement progress monitoring data charts for all students in intervention programs.	Intervention Teachers A. Brundage, Psychologist	09/30/08	Monitoring chart samples for students – A. Brundage Progress monitoring data charts will allow teachers and administrators to track progress, ensure faithful use of programs, and ensure student growth over time. (Progress monitoring takes place weekly in intervention classes)
Analyze progress monitoring data at least monthly for all teachers, classes, and students to ensure continuous growth and adjust programs and placements as necessary.	C. Bartlett, Principal S. Donovan, lead intervention teacher A. Brundage, Psychologist Administrative Team	10/10/08	Notes and schedule changes based on data – C. Bartlett Sample progress monitoring analysis by class, teacher, student – C. Bartlett, S. Donovan Regular monitoring of data will identify obstacles to growth, adjust placements for student growth or failure to grow, and monitor faithful program implementation. Reviewed monthly by Adm. Team.
Provide incentives and recognition for increased student achievement in reading as demonstrated by PACT (Fall 2008), MAP and other measures related to the selected intervention programs.	V. Langer, DIF Leadership Team	09/01/08	Documentation of incentives planned and distributed – V. Langer,DIF Incentives and recognition will assist in motivating students to take MAP testing seriously and focus school-wide attention on academic achievement. At least quarterly. Dates documented in Birney bulletin.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Student Achievement Focused Goal

Focused Student Achievement Goal 2:
Fifty percent of students in grades 6-8 who were identified as between the 11th and 25th percentile in reading (Spring 2008 MAP data; n= 143) will demonstrate a 4.5 point or higher reading RIT score increase as measured by Measures of Academic Progress (MAP) testing as a result of implementing *core content strategies that support increased student literacy*, Pre-test: September 2008; Post-test: March 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
Provide initial and on-going professional development on strategies that promote increased student literacy.	C. Bartlett, Principal V. Langer, DIF	08/13/08	Professional Development plans, intervention plans, and staffing alignment (Master Schedule) – C. Bartlett Staff development will ensure implementation of content area strategies that have been shown to increase student reading achievement; At least 2x per month- View Birney Bulletin Principal directives, handouts, agendas, and classroom observations.
Develop and implement in-house observation forms to be used by Department Chairs to provide feedback on literacy strategies being implemented.	C. Bartlett, Principal Department Chairs	08/15/08	Observation form; Training agenda for department chairs – C. Bartlett Sample observations – Department chairs Informal observations by department chairs will ensure implementation of content area strategies that have been shown to increase student reading achievement; weekly on a monthly rotation schedule. Notebook kept of observations and feedback.
Use of the CCSD observation form to provide administrative feedback on implementation of instructional strategies to support student literacy.	C. Bartlett, Principal J. Williams, AP J. Thierfelder, Asst. Admin	09/01/08	Observation logs and sample forms completed by each administrator – C. Bartlett Regular observation, feedback, and intervention will ensure implementation of content area strategies that have been shown to increase student reading achievement; weekly on scheduled rotation. File kept in Principal's office.

Showcase teachers and classes that are effectively implementing instructional strategies that support reading/literacy achievement.	Department Chairs V. Langer, DIF	09/15/08	Photos and other paper documentation of recognition of teachers/classes – Department Chairs Showcasing teachers/classes implementing the strategies shared through PD will increase implementation of content area literacy strategies; at least monthly. Birney Bulletin published weekly and monthly faculty meeting highlights.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3:

Fifty percent of AVID students in grades 7-8 (n=41) will demonstrate a 4.5 point or higher reading RIT score increase as measured by MAP testing as a result of implementing Achievement Via Individual Determination (AVID) strategies and support systems. Pre-test: September 2008; Post-test: March 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
Train at least 50% of all teachers in AVID during the summer of 2008.	C. Bartlett, principal	06/06/08	Purchase Orders and CCSD Requests to Attend Forms for at least 15 teachers – C. Bartlett, D. Morgan Specific training at the AVID Institutes this summer is expected to ensure faithful implementation of AVID strategies such as the use of Cornell Notes and the AVID notebook system. Avid notebooks kept in classrooms.
Provide Cornell Note, AVID Notebook training for staff who did not attend 2008 summer training.	V. Langer, DIF M. Lichtenstein, AVID Coordinator	08/13/08	Agenda, Materials, and Sign Ins for training – DIF, AVID Coordinator Key strategy training for staff unable to attend AVID Institutes is expected to ensure faithful implementation of these foundational school success strategies.
Provide training on the use of the student agenda in conjunction with AVID strategies to assist students with organization.	C. Bartlett, Principal Admin Team	07/11/08	Copies of training materials and agendas from the summer retreat – C. Bartlett Training in the use of the student agenda in conjunction with the AVID strategies is expected to increase student organization and teacher support/implementation of agenda/organization friendly strategies in their classes; at least quarterly
Administer and analyze the implementation surveys on use of agendas, Cornell Notes, and the AVID notebook to all students at least twice annually.	Administrative Team Transition, Advisement, & Guidance Focus Team	09/30/08	Copies of the survey, data summaries and analysis for both administrations – TAG Focus Team chair, Admin Tm. Analysis of survey data is expected to provide data showing the increased use of the foundational school success strategies by students; twice annually.

Provide follow up professional development on AVID strategies for teachers.	V. Langer, DIF	10/01/08	Professional Development Plan, training materials/agendas – V. Langer; at least quarterly.
Provide training and follow up for students on agenda use, the AVID Notebook, and Cornell Notes (AVID strategies).	All teachers	08/17/08	Student training materials, evidence of implementation (student samples) – teachers, department chairs Training and follow up with students will help ensure implementation of AVID/agenda strategies that have been shown to improve student organization and increase student achievement; at least quarterly.
Monitoring of implementation of AVID and agenda strategies to support student achievement.	C. Bartlett, Principal J. Williams, AP J. Thierfelder, Asst. Admin V. Langer, DIF (Administrative Team)	09/01/08	Observation logs and notes on necessary follow up as described in Principal's Goal I – C. Bartlett Regular observation, feedback, and intervention will help ensure implementation of AVID/agenda strategies that have been shown to improve student organization and increase student achievement; at least quarterly. Files kept in Principal's office.
Develop and implement in-house observation forms to be used by Department Chairs to provide feedback on AVID strategies being implemented.	C. Bartlett, Principal Department Chairs	08/15/08	Observation form; Training agenda for department chairs – C. Bartlett Sample observations – Department chairs Informal observations by department chairs will ensure implementation of AVID strategies; weekly on scheduled rotation.
Use of the CCSD observation form to provide administrative feedback on implementation of AVID strategies.	C. Bartlett, Principal J. Williams, AP J. Thierfelder, Asst. Admin	09/01/08	Observation logs and sample forms completed by each administrator – C. Bartlett Regular observation, feedback, and intervention will ensure implementation of AVID strategies; weekly on a scheduled rotation.
Showcase teachers and classes that are effectively implementing AVID strategies.	Department Chairs V. Langer, DIF	09/15/08	Documentation and sharing of recognition of teachers/classes w/ excellent implementation – Department Chairs Showcasing teachers/classes implementing the strategies shared through PD will increase implementation of AVID strategies found in weekly Birney Bulletins and monthly faculty meetings.
Provide incentives and recognition for increased student achievement in reading as demonstrated by PACT (Fall 2008), MAP and other measures related to the selected intervention programs.	V. Langer, DIF Leadership Team	09/01/08	Documentation of incentives planned and distributed – V. Langer,DIF Incentives and recognition will assist in motivating students to take MAP testing seriously and focus school-wide attention on academic achievement; quarterly.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1:

The principal will develop, implement, and monitor a professional development plan for teachers in grades 6-8 that will result in a 2.5 point mean RIT value increase on the MAP reading assessment. Pretest: September 2008; Posttest: March 2009.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
Develop a draft Professional Development (PD) plan that includes time for monthly reviews of various teacher/ team products.	C. Bartlett V. Langer, DIF	07/01/08	Draft plan – C. Bartlett Pre-planned Professional Development will ensure that instructional reviews take place and that data from the reviews are shared with staff for follow up, demonstration of improvement; monthly – see TCT binders w/ reviews conducted quarterly.
Attend professional development sessions regularly.	C. Bartlett	07/23/08	Agendas and notes from sessions attended – C. Bartlett Attending PD sessions demonstrates the seriousness of the material being taught/shared and ensures implementation of the PD plan based on teacher/student needs; at least monthly.
Collect qualitative and quantitative data on professional development and its impact on classroom instruction via teacher evaluations of sessions, student progress monitoring data for initiatives, and classroom observations.	C. Bartlett V. Langer, DIF Department Chairs	08/23/08	Sample data – C. Bartlett Data gathered will be used to monitor and adjust the PD plan with the support of department heads and the DIF; at least quarterly; TCT Binders with reviews.
Meet with Department Chairs and the DIF at least monthly to review and revise the PD plan based on data.	C. Bartlett V. Langer, DIF	08/23/08	Meeting agendas and notes; adjusted PD plan – C. Bartlett Meeting regularly with the primary implementers of the PD plan will ensure faithful implementation of school initiatives and responsiveness to actual implementation progress demonstrated by data; at least monthly.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2:

The principal will implement and monitor a comprehensive instructional feedback plan for content teachers in grades 6-8 that will result in a 2.5 point mean RIT value increase on the MAP reading assessment.   Pretest: September 2008; Posttest: March 2009.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
Develop a weekly observation schedule for all administrators.	Donna Morgan – Secretary	08/01/08	Observation Schedule – D. Morgan Regular weekly observation with written feedback on classroom visits by administrators will ensure improved classroom practice and faithful implementation of school initiatives. Filed in principal's office.
Log all visits into the CCSD Administrators' Observation Log online.	C. Bartlett, principal J. Williams, AP J. Thierfelder, Asst. Admin V. Langer, DIF	08/01/08	Copies of weekly on-line logs – C. Bartlett Provides an easy to use, exportable monitoring tool to ensure that all observations are taking place and to note areas of concern that need to be followed up on. Entered items can be exported for reporting purposes and to track patterns of concern for follow up. Regular observation written feedback on classroom visits by administrators will improve classroom practice and faithful implementation of school initiatives.
Meet with teachers to conference over concerns that are impacting instruction and/or to address patterns of concern.	C. Bartlett, principal J. Williams, AP J. Thierfelder, Asst. Admin V. Langer, DIF	08/13/08	Review of teacher notes with the ERTL – C. Bartlett Provides strategies and follow up on areas of concern so that student achievement can move forward. Addresses professional expectations for instructional staff. Provides documentation of administrative support to teachers for improvement and/or other necessary action. Follow up on areas of concern by administrators will improve classroom practice and faithful implementation of school initiatives. As needed – monitored quarterly by admin team.

Provide teachers with follow up letters for all conferences regarding concerns.	C. Bartlett, principal J. Williams, AP J. Thierfelder, Asst. Admin V. Langer, DIF	8/13/08	Review of notes, process for sharing information with teachers with the ERTL at least 2x month. – C. Bartlett Provides reasonable notification and follow up on action plans addressed with the teacher(s). Follow up on areas of concern by administrators will ensure improved classroom practice and faithful implementation of school initiatives; as needed – monitored quarterly by admin team.
File all written documentation resulting from observations centrally.	D. Morgan, secretary	8/13/08	Review of files with the ERTL – C. Bartlett, D. Morgan Allows for easy follow up with teachers on patterns of concern. Allows administrators to review classroom visits over time to note improvement or on-going concerns that require additional action. Follow up on areas of concern by administrators will ensure improved classroom practice and faithful implementation of school initiatives. Files located in Principal's office.
Conduct reviews on all content area team instructional calendars in grades 6-8 each quarter.	Department Chairs V. Langer, DIF C. Bartlett, Principal	08/20/08	Copies of instructional calendars reviewed/revised and notes from feedback, agendas of reviewing meetings with teachers/teams – Department chairs Department chairs will be responsible for carrying out monthly reviews under the guidance of the DIF and Principal. Items will be reviewed using the appropriate CCSD rubric, Anderson-Bloom's Matrix, and the SC standards. Instructional reviews will ensure improved classroom practice and faithful implementation of school initiatives.
Conduct reviews on all content area team benchmark common assessments (quarterly exams) in grades 6-8 each quarter.	Department Chairs V. Langer, DIF C. Bartlett	08/30/08	Copies of assessments reviewed/revised and notes from feedback, agendas of reviewing meetings with teachers/teams – Department chairs on a monthly basis. Department chairs will be responsible for carrying out reviews under the guidance of the DIF and Principal. Items will be reviewed using the appropriate CCSD rubric, Anderson-Bloom's Matrix, and the SC standards. Instructional reviews will ensure improved classroom practice and faithful implementation of school initiatives.

Collect, analyze and share data for each review with all staff.	V. Langer, DIF C. Bartlett, Principal	09/30/08	Data collected, agendas or bulletins with information for staff, analysis materials – DIF, C. Bartlett Once data is collected through the rubrics noted in the strategy above, the DIF and Principal will facilitate the analysis of data for departments and the school as a whole comparing the information to the previous year, and when available the previous quarter of the current year to demonstrate positive change or areas of concern. Instructional reviews will improve classroom practice and faithful implementation of school initiatives; data sharing at Leadership Team (at least quarterly)
Follow up on areas of concern as noted by a decline in the number of Proficient/Advanced items or the alignment of items to the SC standards.	C. Bartlett, Principal TBH, Dept. Chairs	10/01/08	Notes from teacher/team meetings – Department chairs Review of teacher files with the ERTL – C. Bartlett Direct intervention at the department, teacher team, or individual level will be provided as determined by the data. This may include over-the-shoulder coaching and/or other supports to assist in improving the area of concern. Direct intervention for areas of concern will improve classroom practice and faithful implementation of school initiatives; at least quarterly.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1:

The District Administrator will support implementation and monitoring of the school's professional development plan that will result in a 2.5 point mean RIT score increase on the MAP reading assessment. Pretest: September 2008; Posttest: March 2009.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
Provide one teacher point (FTE) to ABMS beyond the regular school allocation formula to provide support for one period of release time for department chairs.	Tricia Yandle, Assoc. Supt.	07/01/08	Notification of additional FTEs; CCSD HR Department This additional teacher point allows for each academic department head to have one additional planning period daily to monitor classes within the department, provide over-the-shoulder coaching, and assist with ensuring instructional alignment and rigor that is a part of School Goal I and Principal Goals I and II.
Provide access to trainers within the district for reading content strategies that can assist the ABMS team with professional development in this area.	A. Brundage, Psychologist	08/30/08	Provide staff development or assist with the arrangement of other trainers with skills in content literacy strategies – A. Brundage This assistance/delivery of PD will support change in the classroom and faithful implementation of school initiatives in reading/literacy.
Provide late-in days in the Master Schedule across the Middle School Learning Community (MSLC) to provide additional staff development time at both the school level and across the MSLC.	T. Yandle, Associate Supt. T. Merton, Learning Specialist	09/03/08	Arrange logistics and actual PD sessions for late-ins the 1st and 3rd Wednesday of each month – T. Merton This assistance/deliver of PD will provide extended PD and follow up time as well as articulation across middle level teaching teams.
Monitor the school's implementation of the school's professional development through department chairs and the DIF.	T. Merton, Learning Spclst. Instructional Coordinators	09/01/08	Training sessions for department chairs, and monthly communication with the DIF – T. Merton, Instructional Coordinators Sessions and communication will verify school progress on planned PD and/or adjustments made and rationale for any changes.

Provide additional resources for classrooms and professional development.	T. Merton, Learning Spclst. Instructional Coordinators	09/01/08	Written confirmation on file for materials received and additional training provided to individual teachers of groups of teachers – C. Bartlett Additional resources and training will provide on-going support for initiatives and differentiated support of teams and individual teachers based on classroom observations.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2:

The District Administrator will implement and monitor a comprehensive instructional feedback plan for content teachers in grades 6-8 that will result in a 2.5 point mean RIT score increase on the MAP reading assessment.   Pretest: September 2008; Posttest: March 2009.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation *Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.*
Conduct weekly classroom visits and provide written feedback to the principal through the Academic Support Team.	Tricia Yandle, Assoc. Supt. T. Merton, Learning Spclst. Instructional Coordinators	08/25/08	Observation reports provided by each instructional coordinator following all visits. Monthly observations and feedback by the Academic Support Team will support change in the classroom and faithful implementation of school initiatives.
Provide additional written feedback to teacher following individual and/or teacher team coaching provided to the principal through the Academic Support Team.	Tricia Yandle, Assoc. Supt. T. Merton, Learning Spclst. Instructional Coordinators	08/25/08	Written feedback from coordinators provided following all additional coaching to teams and individual teachers – Instructional coordinators Academic Support Team visits will support change in the classroom and faithful implementation of school initiatives.
Provide training on use of MAP testing results.	T. Merton, Learning Specialist	08/25/08	Agenda from training – C. Bartlett Training will provide teachers with skills to locate and utilize data to inform classroom practice. Observations will provide evidence of implementation of differentiated instruction.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Title and Description of Each Program and Initiative
Included in the FSRP

- **Advancement Via Individual Determination (AVID):** This twenty-five year old program is designed to increase school-wide learning and performance for students in Grades 6-12. Its purpose is to restructuring the teaching methods of an entire school and to open access to the curricula that will ensure four-year college eligibility for the majority of students, especially those least served via traditional systems. AVID meets the needs of these students through academic instruction and other supports/interventions that prepares students for college eligibility, motivates students to seek a college education, gives students college-entry skills, increases student academic "coping skills", and increases student career awareness.

- **Reading Intervention:** A three-tiered intervention plan developed after identifying student needs based on MAP data, reading comprehension probe (MAZE), and an oral fluency probe. The programs selected were identified through the Florida Center for Reading Research (FCRR) and reviewed by multiple CCSD and external experts familiar with the implementation, target groups, and long-term results of the various interventions. In addition to the three tiers of intervention, the plan also includes what will be done in the core curriculum to address literacy school-wide. Students will have the ability to move between groups based on MAP data and program data for each tier of intervention.
    - **SRA Corrective Reading** – Tier 2 or 3 intervention; for severe/critical level students. Class size will be 1:15. This program provides instruction and intervention for all areas of reading – phonemic awareness, phonics, fluency, vocabulary, and comprehension – for students that are 2 or more years behind their grade level peers. This program can also be used with EMDSC and ELL newcomers. *Current data indicates that 7% of students will require this level of intervention (~50 students).*

    - **REWARDS Reading** – Tier 2 intervention; for students with intensive fluency and phonics support for the next lowest readers. Classes may be full sized with this intervention. There are twenty-five lessons that cover phonics and fluency. Students will advance to Soar to Success after Rewards completion. Additionally, supplements are available to support critical reading skills in science and social studies classes. *Current data indicates that about 15% (~101) of students will need this level of support.*

    - **Soar to Success** – Tier 2 intervention; for students with a high need in the areas of comprehension and fluency. The series has multiple books on each level available. Kits range from primary to intermediate levels. Group size is 1:7. REWARDS and Soar groups will be developed in regular classrooms in a literature circle-type system. *Current data indicates that 43% (~293) students will require this level of support.*

    - **Core Curriculum Additions** – Tier 1 (regular program); will be used for all ELA classes and includes the implementation of 6+1 Traits Writing across all curriculum areas as well as research based strategies developed at the AVID Institute training. Additionally, we will use *The Six Minute Solution* to build fluency and *Rev It Up* to build vocabulary for all readers. Literature circles will be incorporated with student novels purchased for each child.

- ➢ **MAZE and ORF:** These two reading probes address reading comprehension (MAZE) and oral reading fluency (ORF). The MAZE is a cloze-strategy, grade level reading selection that students must complete within 3 minutes. The ORF measures speed (words per minute) and accuracy on a grade level selection in a 1:1 testing with the evaluator.

- ➢ **Core Team:** Our in-house committee of teachers, an administrator, the school nurse, guidance counselors, and a school psychologist responsible for developing and monitoring student assistance plans for children that do not respond to normal interventions or instruction and require additional, higher level interventions.